

**Hartford Mayor's Cabinet for Young Children
Policies and Guidelines
School Readiness Spaces for Children with an Individualized Education
Plan (B-06)**

In accordance with the Connecticut General Statutes C.G.S. Section 10-16o (9), the Mayor's Cabinet for Young Children understands that children with disabilities must be integrated into programs available to children without disabilities. In order to comply with this directive, the following provides guidance to school readiness providers on the space type and reimbursement rate for children with disabilities with an Individualized Education Plan (IEP) from a school district.

For preschool children with a diagnosed disability or developmental delay enrolled in a school readiness program who are determined to be eligible for special education/related services and therefore have an IEP developed by the Hartford Public Schools, the opportunity to participate in activities with typically developing peers is essential to quality outcomes. In order to ensure support to eligible children with an IEP and who are in need of a Full-Day/Full-Year program and in accordance with state directives, the following policy shall be implemented:

- A child enrolled in School Readiness must be physically located at the program site for the total number of hours required by their specific space type. Children enrolled in a full-day/full-year school readiness slot must attend the school readiness program for a minimum of six (6) hours per day and children enrolled in a school-day/school-year slot must attend a minimum of five (5) hours per day. Time for services in a location other than the School Readiness program site are not reimbursable for any slot type.
- Children with an Individualized Education Plan are eligible for all types of School Readiness spaces that encompass the amount of hours spent at the School Readiness location.
- School Readiness programs must treat children with and without IEPs, those with special health care needs and identified disabilities equally with regard to enrollment. No child should be excluded from a School Readiness program solely as a result of his/her special education status, health care need or disability.

- School Readiness classrooms are required to be general education programs and should strive to enroll a natural proportion of children with disabilities.

In order to ensure continuity between the Hartford Public Schools special education personnel and the school readiness provider, ongoing communications are essential. Therefore, written parent permission shall be secured in order for the school readiness provider to obtain a copy of the child's IEP and engage in ongoing communications between the two programs.

In order to ensure services are effectively provided in the least restrictive environments, the parents, Hartford Public Schools and the school readiness program shall collaborate to develop a plan best suited to meet the identified needs of the child while adhering to federal requirements. In the event that special education or related services are delivered at a location other than the school readiness program, with the parents' permission, written documentation and progress notes shall be exchanged on a regular basis to ensure continuity and consistency among both educational programs.

All children identified by an HPS Planning and Placement Team (PPT) with an IEP who are enrolled in any type of a school readiness space shall be entitled to all the services as defined in CT School Readiness Legislation. Furthermore, in accordance with state requirements, the School Readiness reimbursement shall not be used to supplant the cost of the child's special education and related services, and special education funds may not be used to pay for a School Readiness space.